

**CALIFORNIA RESEARCH BUREAU
CALIFORNIA STATE LIBRARY**

**Studies in the News:
Education Supplement**

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Introduction to Studies in the News

Studies in the News is a current compilation of items significant to the Legislature and Governor's Office. It is created weekly by the State Library's [California Research Bureau](#) to supplement the public policy debate in California. To help share the latest information with state policymakers, these reading lists are now being made accessible through the State Library's website. This week's list of current articles in various public policy areas is presented below. Prior lists can be viewed from the California State Library's Web site at www.library.ca.gov/sitn

- When available, the URL for the full text of each item is provided.
- California State Employees may contact the State Information & Reference Center (916-654-0261; csinfo@library.ca.gov) with the SITN issue number and the item number [S#].
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

EDUCATION

ACADEMIC ACHIEVEMENT

Where the Girls Are: The Facts About Gender Equity in Education. By Christianne Corbett and others, American Association of University Women. (The Association, Washington, DC) May 2008. 124 p.

Full text at: <http://www.aauw.org/research/upload/whereGirlsAre.pdf>

[“AAUW developed a multiyear research agenda on gender equity in education. The report goes beyond gender to look at other factors that influence student achievement -- specifically family income level and race/ethnicity -- and finds that many girls as well as boys are not acquiring the educational skills needed to succeed in the 21st-century economy. [It] illustrates that while educational trends for both girls and boys are generally positive, disparities by race/ethnicity and family income level exist and are critical to understanding the landscape of education in America today.”]
[Request #S08-23-2253]

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Instructional Time in Elementary Schools: A Closer Look at Changes for Specific Subjects. By Jennifer McMurre, Center on Education Policy. (The Center, Washington, DC) February 2008. 8 p.

Full text at: <http://www.cep-dc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=234&documentFormatId=3713>

[“Since NCLB took effect, large shifts have occurred at the elementary level in the amount of instructional time allotted for various subjects in a large number of districts. Forty-four percent of all districts nationwide have added time for English language arts and/or math, at the expense of social studies, science, art and music, physical education, recess, or lunch. Where these changes have occurred, the magnitude is large, typically amounting to cuts in other subjects of 75 minutes per week or more.”]

[Request #S08-23-2034]

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ACADEMIC ASSESSMENT

The 4th Annual AP Report to the Nation. By The College Board. (The Board, New York, New York) February 2008. 62 p.

Full text at: <http://professionals.collegeboard.com/profdownload/ap-report-to-the-nation-2008.pdf>

[“California public school students continued to outperform their peers in most states on Advanced Placement tests last year, and the state's huge population of Latino students was a particular bright spot. But the state's overall performance slipped slightly from the previous year, and African American students performed dismally compared with their counterparts of other races.” Los Angeles Times (February 14, 2008) 1.]

[Request #S08-23-1794]

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ART EDUCATION

Learning, Arts and the Brain: The Dana Consortium Report on Arts and Cognition. Edited by Carolyn Asbury and Barbara Rich, The Dana Foundation. (The Foundation, New York, New York) 2008. 146 p.

Full text at:

http://www.dana.org/uploadedFiles/News_and_Publications/Special_Publications/Learning,%20Arts%20and%20the%20Brain_ArtsAndCognition_Compl.pdf

[“The Foundation brought together neuroscientists and cognitive psychologists from seven universities to launch a broad program of studies looking at how experience in dance, music, theater, and visual arts might spill over into other areas of learning, and to explore possible mechanisms for those links in the anatomy of the brain -- even at the genetic level. Studies in the mix suggest a link between music training and skill at manipulating information in both long term and working memory; between music learning and speaking fluency in second-language learning; and dance and the ability to learn by observing movement. Training in acting also appears to lead to memory improvement.” Education Week (March 7, 2008) 1.]

[Request #S08-23-2256]

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CALIFORNIA

More Than a Thousand Remodeling Projects: School Restructuring in California. By Caitlin Scott, Center on Education Policy. (The Center, Washington, DC) February 2008. 24 p.

Full text at: http://www.cep-dc.org/_data/n_0001/resources/live/CARestructuringFeb2008.pdf

[“A report that raises questions about school restructuring under the No Child Left Behind Act says that few of the hundreds of failing California schools that enter restructuring each year pull their test scores up enough to exit the process. The [researchers] found that in the 2006-07 school year, only 33 schools -- or 5 percent of the more than 700 schools that were in restructuring that year -- made enough progress to leave what is known as ‘program improvement.’ “ Education Week (February 19, 2008) 1.]

[Request #S08-23-1883]

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COMMUNITY COLLEGES

The States and Their Community Colleges. By David F. Shaffer, The Nelson A. Rockefeller Institute of Government. (The Institute, Albany, New York) May 2008. 12 p.

Full text at: <http://www.rockinst.org/WorkArea/showcontent.aspx?id=14870>

[“A comparison of 50 state data has found, that states vary by as much as five to one in the portion of their population that’s attending a community college. Given the importance of community colleges in producing high educational attainment levels and in developing a competitive workforce for the nation, such wide variations call for close examination -- and for follow up studies to determine which states are doing what right, and why. As an initial step in understanding the differences in the utilization of their community college systems, the Institute has ranked each of the states on five different ways of measuring the use and growth of the community college option that they offer their citizens.”]

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“A Turning Point For Community Colleges,” “State's Community Colleges: A 'C' For Challenges,” “State's Students Fail Skills Test” “Educators Push Vocational Training To Fill Void,” “Experts: Two Year Colleges Can Reform Despite Low Cash” IN: The Oakland Tribune (March 23 - 26, 2008)

Full text at: http://www.insidebayarea.com/search/ci_8669596?IADID=Search-www.insidebayarea.com-www.insidebayarea.com

[“The California community college system has grown unwieldy when it most needs to be flexible. Its 109 campuses and 2.6 million students make it the largest college system in the world, and its effects on California's economy and society are nearly immeasurable. Playing the remedial role depends upon the colleges solving their own formidable problems after years of neglect by state policymakers. A failure to improve would have frightening implications. Most of today's Californians leave high school unprepared for college-level work, and that means they're not ready to drive the economy.... The series will conclude with a look at the choices perplexing lawmakers, administrators and educators, and some solutions that might make a two-year education practical and meaningful.”]

[Request #S08-23-2255]

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EARLY CHILDHOOD EDUCATION

CCDBG [Child Care and Development Block Grant] State Plan Reported Activities to Support Limited English Proficient (LEP) and Immigrant Communities. By Danielle Ewen and others, Center for Law and Social Policy. (The Center, Washington, DC) January 30, 2008. 12 p.

Full text at: http://www.clasp.org/publications/ccdbg_state_plan_report.pdf

[“Children born to immigrant parents often face multiple risk factors that would make their participation in quality early education programs particularly beneficial; yet, these children are less likely to participate in such programs. [Researchers] found that immigrant families are often unaware of child care and early education programs and services in their communities; that many child care and early education programs are unavailable or inaccessible to immigrant families; and that many child care and early education programs are not responsive to the diverse needs of children of immigrants.”]

[Request #S08-23-1881]

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EDUCATION FINANCE

The Public Education Tax Credit. By Adam B. Schaeffer, Cato Institute. (The Institute, Washington, DC) December 2007. 48 p.

Full text at: <http://www.cato.org/pubs/pas/pa-605.pdf>

[“Tax credits enjoy practical, legal, and political advantages over school vouchers. These advantages are even more important for choice programs that target low-income children, as tax credits mitigate some disadvantages inherent to targeted programs. Accountability in education means accountability to parents and taxpayers. Education tax credits afford this accountability without the need for intrusive government regulations that create political and market liabilities for school choice policies.”]

[Request #S08-23-2015]

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EDUCATIONAL REFORM

e21 Students First: Education for the 21st Century: Report to the Community, 2002 - 2007 and Beyond. By Linking Education and Economic Development and the Sacramento City Unified School District. (LEED, Sacramento, California) Spring 2008. 24 p.

["Five years after the Sacramento City Unified School District dismissed the old notion of what a high school should look like -- abandoning tradition for career education and emphasizing intimacy over size -- students are showing signs of success. They are graduating in greater numbers, taking more advanced classes and completing more college admissions requirements. Their test scores are up and, perhaps above all else, many report that they feel engaged, challenged and valued for the first time. But the longevity of that success could be in peril if more students don't buy in to the small school philosophy, and the district doesn't find more money to sustain the revolutionary but expensive effort." Sacramento Bee (April 11, 2008) B1.]
[Request #S08-23-2120]

Report. 24 p.

<http://www.leed.org/downloads/e21FINALReport.pdf>

Highlights. 4 p.

<http://www.leed.org/downloads/e21ExecutiveSummaryFINAL.pdf>

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EDUCATIONAL TESTING

Reading First Impact Study: Interim Report. By Beth Gamse, Abt Associates, and others. Prepared for the Institute of Education Sciences, U.S. Department of Education. (The Institute, Washington, DC) May 1, 2008. 211 p.

Full text at: <http://ies.ed.gov/ncee/pdf/20084016.pdf>

["Students enrolled in a \$6 billion federal reading program that is at the heart of the No Child Left Behind law are not reading any better than those who don't participate. The study found that students in schools that use Reading First, which provides grants to improve elementary school reading, scored about the same on comprehension tests as their peers who attended schools that did not receive program money. Teachers in Reading First classrooms spent about 10 minutes more each day on instruction in the five areas emphasized by the program than colleagues in schools that didn't receive program grants. There was no difference when children were tested on how well they could read and understand material on a widely used exam." Washington Post (May 2, 2008) A1.]
[Request #S08-23-2197]

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ENGLISH LEARNERS

California English Language Development Test, 2007-2008. By the California Department of Education. (The Department, Sacramento, California) April 23, 2008. 3 p.

Full text at: <http://www.cde.ca.gov/nr/ne/yr08/yr08rel47.asp>

[“The overall results for 2007-08 show that nearly 36 percent of English learners who took the CELDT in California's public schools scored at the early advanced (28.21 percent) and advanced (7.63 percent) performance levels on the CELDT. These results are between 3 percent and 4 percent higher than those for last year. Results for 2006-07 showed that just over 32 percent of English learners scored at early advanced (25.31 percent) and advanced (6.98 percent) performance levels overall on the CELDT.”]

[Request #S08-23-2258]

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GRADUATION RATES

Cities in Crisis: A Special Analytic Report on High School Graduation. By Christopher B. Swanson, Editorial Projects in Education Research Center. (The Center, Bethesda, Maryland) April 1, 2008. 16 p.

Full text at:

<http://www.americaspromise.org/uploadedFiles/AmericasPromiseAlliance/DropoutCrisis/SWANSONCitiesInCrisis040108.pdf>

["In 17 of the nation's 50 largest cities [including Los Angeles and Oakland], less than half of the students who entered high school in 2003 ended up graduating. In Detroit, which has the lowest graduation rate of the top 50 cities, not even one in four students finished high school." Chronicle of Higher Education (April 1, 2008) 1.]

[Request #S08-23-2259]

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HIGHER EDUCATION

The American Freshman: National Norms for Fall 2007. By the Higher Education Research Institute, University of California, Los Angeles. (The Institute, Los Angeles, California) January 2008. 4p.

Full text at: <http://www.gseis.ucla.edu/heri/PDFs/pubs/briefs/brief-012408-07FreshmanNorms.pdf>

[“According to a survey, a whopping 84% of college freshmen nationwide reported that Mom and Dad showed the right amount of involvement in the decision to go to college. Of those, 80.5% said they were fine with the amount of input their parents offered in choosing a school. Nearly three-quarters of the 272,036 freshmen at 356 four-year colleges and universities surveyed said their parents had the right amount of involvement in those areas, while fewer than a quarter said too little. Latino and Asian freshmen presented a somewhat different story, mainly because so many of them were among the first generation to attend college in the United States.” Los Angeles Times (January 24, 2008)1.]

[Request #S08-23-1793]

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INFORMATION TECHNOLOGY

A Blueprint for Big Broadband. By John Windhausen Jr., Telepoly Consulting. (Educause, Washington, DC) January 2008. 81 p.

Full text at: <http://www.educause.edu/ir/library/pdf/EPO0801.pdf>

[“The demand for bandwidth in the United States has accelerated well beyond the capacity of current networks. At U.S. colleges and universities, the continued growth of distance education is dependent on better, faster, and more reliable internet service, especially to student’s homes. At colleges and universities, the greatest bottleneck occurs in what [is called] the last mile or the first mile --- the connection directly to the campus or to the student. With 80 percent of U.S. students and nearly 100 percent of U.S. faculty and staff living off campus, America can’t afford to have the students and staff conducting the high-level research that puts the nation ahead using dial-up internet service.” Eschools News (February 6, 2006) 1.]

[Request #S08-23-1798]

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K-12 EDUCATION

Meeting the Challenge: Performance Trends In California Schools. By Jennifer Imazeki, San Diego State University. (Policy Analysis for California Education, Berkeley, California). February 2008. 7. p

Full text at: <http://pace.berkeley.edu/reports/PB.08-1.pdf>

[“There are significant signs of progress in California’s schools, in spite of the tremendous challenges they face. Trends across multiple measures of student performance are fairly consistent: all students are doing better, or at least holding steady, during a time when the system is serving a larger and more diverse population of children. Each sub-group of students shows improvement, but white and Asian students are still out-performing their African-American and Hispanic peers by wide margins that have remained relatively steady over time. California is one of the few states that saw an improvement in the graduation rate between 1992 and 2002.”]

[Request #S08-23-2089]

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MATHEMATICS & SCIENCE TEACHING

Math and Science Education for the California Workforce: It Starts with K-12: Executive Summary. By EdSource. (EdSource, Mountain View, California) January 2008. 2 p.

Full text at: http://www.edsource.org/pdf/mathscience_summary08.pdf

[“More California students are doing well on higher-level math and science tests now than in 2003. Eighth-graders scoring ‘proficient’ or ‘advanced’ in algebra I, a so-called gatekeeper class needed for college, rose by 53 percent to nearly 91,000 students between 2003 and 2007. Although more than 60 percent of eighth-graders still score below proficient on the state’s algebra I exam, the number of kids with high scores has soared because 58 percent more students are taking the tougher math. The researchers credit two steps taken by the state Board of Education: making algebra mandatory for a high school diploma beginning in 2004, and recommending that students complete it by eighth grade.” San Francisco Chronicle (February 2, 2008) 1.]

[Request #S08-23-1779]

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READING

The Enhanced Reading Opportunities Study: Early Impact and Implementation Findings. By James J. Kemple, MDRC, and others. Prepared for the National Center for Education Evaluation and Regional Assistance. (The Center, Washington, DC) January 2008. 264 p.

Full text at: <http://ies.ed.gov/ncee/pdf/20084015.pdf>

["This report presents early findings from the Enhanced Reading Opportunities study, a demonstration and random assignment evaluation of two supplemental literacy programs -- Reading Apprenticeship Academic Literacy and Xtreme Reading -- that aim to improve the reading comprehension skills and school performance of struggling ninth-grade readers. Across the 34 participating high schools, the supplemental literacy programs had a statistically significant impact on improving student reading comprehension test scores. First-year implementation was not without its challenges. The ERO classes did not begin until six weeks into the school year on average, and implementation fidelity was classified as poorly aligned with the program model in 10 of the schools."]

[Request #S08-23-1744]

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SCHOOL DROPOUTS

Avoidable Losses: High-Stakes Accountability and the Dropout Crisis. By Linda McSpadden McNeil and others. IN: **Education Policy Analysis Archives**, vol.16, no. 3 (January 31, 2008) pp. 1-48.

Full text at: <http://epaa.asu.edu/epaa/v16n3/v16n3.pdf>

["In the state of Texas, whose standardized, high-stakes test-based accountability system became the model for the nation's most comprehensive federal education policy, more than 135,000 youth are lost from the state's high schools every year. Dropout rates are highest for African American and Latino youth, more than 60% for the students we followed. The study carries great significance for national education policy because its findings show that disaggregation of student scores by race does not lead to greater equity, but in fact puts our most vulnerable youth, the poor, the English language learners, and African American and Latino children, at risk of being pushed out of their schools so the school ratings can show 'measurable improvement.'"]

[Request #S08-23-2082]

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Intervention: First Things First. By What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (The Institute, Washington, DC) January 24, 2008. Various pagings.

[“First Things First is a reform model intended to transform elementary, middle, and high schools serving significant proportions of economically disadvantaged students. Its three main components are: ‘small learning communities’ of students and teachers; a family and student advocate system that pairs staff members and students to monitor and support progress and that serves as a bridge between the school and family; and instructional improvements to make classroom teaching more rigorous and engaging and more closely aligned with state standards and assessments. First Things First was found to have no discernible effects on staying in school in its first year of implementation.”]
[Request #S08-23-2039]

Report. 4 p.

http://ies.ed.gov/ncee/wwc/pdf/WWC_FTF_012408.pdf

Technical Appendices. 7 p.

http://ies.ed.gov/ncee/wwc/pdf/FTF_APP_01_24_08.pdf

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UNIVERSITY OF CALIFORNIA

Report of the University of California Campus Security Task Force. By the University of California Campus Security Task Force. (University of California Office of the President, Oakland, California) January 2008. 61 p.

Full text at: http://www.ucop.edu/facil/pd/documents/cstf_rpt.pdf

["The Committee's findings have given heightened visibility to the fact that the University currently does not have sufficient psychologist's and psychiatrists, to fully meet the mental health needs of our students. Moreover, campuses do not have adequate resources to respond appropriately to students in crisis, while also providing a safe, supportive and healthy campus environment that addresses the normal developmental needs of college-age adults. The bottom line message is that resources available to attend to the mounting crisis are too limited."]
[Request #S08-23-2062]

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WORKFORCE PREPARATION

Closing Expectations Gap, 2008: An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Careers.
By Achieve, Inc. (Achieve, Washington, DC) February 2008. 24 p.

Full text at: <http://www.achieve.org/files/50-state-2008-final02-25-08.pdf>

[“Concerns about the gap between the expectations for high school graduation and the expectations of postsecondary institutions and employers have continued to grow. Widely acknowledged are persistently troubling high school dropout rates and college remediation rates and the growing desperation of employers who cannot find qualified applicants for high-skilled, well-paying jobs. To monitor state progress in closing the expectations gap, Achieve conducts an annual survey of all 50 states. This year’s survey, more so than previous ones, shifted the emphasis of the questions asked from whether states have adopted policies to how states know their policies are aligned, where states are in the policy adoption process and when the new policies will likely be adopted.”]
[Request #S08-23-2257]

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